

RS HEAD HEART HAND Year 11 Religion and Life

HEAD



- knowledge of religious teachings and scientific arguments relating to the **origin of the universe**.
- understand religious teachings about the **origins of human life**
- have an outlook on the relationship between **scientific views**, such as **evolution**, and **religious views**

HEART



- develop a sympathetic understanding of religious views on **creation**
- justify views which challenge the religious belief in the **sanctity** of life, including those on **abortion**, **euthanasia**
- consider religious and scientific views on the existence of an **afterlife**

HAND



- outline religious ideas and arguments on issues such as **stewardship**, **dominion**, **responsibility**, **awe** and **wonder**.
- produce structured arguments the use and abuse of animals, including: **animal experimentation** and the **use of animals for food**

Unit Intent

What is the origin of the universe? What is life?

In this unit, you will study religious teachings, and religious, philosophical and ethical arguments, relating to issues such as **the environment**, **abortion**, **euthanasia** and **animal rights**. You will consider how these arguments have had an impact on and influence the modern world. You will become aware of contrasting perspectives in contemporary British society on all of these issues, including those views held by science. You will be able to argue from these different perspectives to provide extended answers to complex questions.

	Lesson Objectives	Self-Assessment RAG	BIG QUESTION												
Unit B.1	<p style="text-align: center; color: purple;">Lesson B.1 – The origins of the universe and life</p> <p>☺☹☹ Know religious and philosophical teachings about the origins of the universe</p> <p>☺☹☹ Outline ‘Big Bang theory’ and ‘Darwin’s theory of evolution’</p> <p>☺☹☹ Consider the ‘Genesis’ creation story</p>	<table border="1"> <tr><td style="background-color: red;">R</td><td style="background-color: yellow;">A</td><td style="background-color: green;">G</td></tr> <tr><td style="background-color: red;"></td><td style="background-color: yellow;"></td><td style="background-color: green;"></td></tr> <tr><td style="background-color: red;"></td><td style="background-color: yellow;"></td><td style="background-color: green;"></td></tr> <tr><td style="background-color: red;"></td><td style="background-color: yellow;"></td><td style="background-color: green;"></td></tr> </table>	R	A	G										<p>Does the universe have to have a beginning?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
R	A	G													
Unit B.2	<p style="text-align: center; color: purple;">Lesson B.2 – The value of the world</p> <p>☺☹☹ Explain the meaning and importance of religious teachings on: ‘stewardship’, ‘dominion’, ‘responsibility’, ‘awe’ and ‘wonder’</p> <p>☺☹☹ Assess arguments for preventing the abuse of the environment</p> <p>☺☹☹ Develop a response to the question of global warming</p>	<table border="1"> <tr><td style="background-color: red;">R</td><td style="background-color: yellow;">A</td><td style="background-color: green;">G</td></tr> <tr><td style="background-color: red;"></td><td style="background-color: yellow;"></td><td style="background-color: green;"></td></tr> <tr><td style="background-color: red;"></td><td style="background-color: yellow;"></td><td style="background-color: green;"></td></tr> <tr><td style="background-color: red;"></td><td style="background-color: yellow;"></td><td style="background-color: green;"></td></tr> </table>	R	A	G										<p>Why should we help prevent the destruction of the environment?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
R	A	G													
Unit B.3	<p style="text-align: center; color: purple;">Lesson B.3 – Caring for the world</p> <p>☺☹☹ Evaluate the belief that since God gave humans dominion over the world, humans are allowed to do what they like with it</p> <p>☺☹☹ Argue for and against the use of natural resources</p> <p>☺☹☹ Describe what can be done to care for the world</p>	<table border="1"> <tr><td style="background-color: red;">R</td><td style="background-color: yellow;">A</td><td style="background-color: green;">G</td></tr> <tr><td style="background-color: red;"></td><td style="background-color: yellow;"></td><td style="background-color: green;"></td></tr> <tr><td style="background-color: red;"></td><td style="background-color: yellow;"></td><td style="background-color: green;"></td></tr> <tr><td style="background-color: red;"></td><td style="background-color: yellow;"></td><td style="background-color: green;"></td></tr> </table>	R	A	G										<p>Should the environment be everyone’s first priority?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
R	A	G													
Unit B.4	<p style="text-align: center; color: purple;">Lesson B.4 – Animals and animal rights</p> <p>☺☹☹ Understand the issues surrounding animals and their rights</p> <p>☺☹☹ Produce an argument for and against animal experimentation</p> <p>☺☹☹ Think about and justify different views on vegetarianism</p>	<table border="1"> <tr><td style="background-color: red;">R</td><td style="background-color: yellow;">A</td><td style="background-color: green;">G</td></tr> <tr><td style="background-color: red;"></td><td style="background-color: yellow;"></td><td style="background-color: green;"></td></tr> <tr><td style="background-color: red;"></td><td style="background-color: yellow;"></td><td style="background-color: green;"></td></tr> <tr><td style="background-color: red;"></td><td style="background-color: yellow;"></td><td style="background-color: green;"></td></tr> </table>	R	A	G										<p>Why do some people choose to be vegetarian?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
R	A	G													

Give me an example of HOW you have used/applied HEAD HEART HAND in this unit

